

**REVISED APRIL 11, 2005**

***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

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*U.S. Department of Education*

**Cover Sheet**

Type of School: Elementary

Name of Principal Mr. Russ Van Hook

Official School Name Bryant Elementary School

School Mailing Address 1529 Boulder Avenue  
Helena, MT 59601-3006

County Lewis and Clark County School Code Number\* 0657

Telephone (406 )324-1200 Fax ( 406 )324-1201

Website/URL http://www.helena.k12.mt.us E-mail rvanhook@helena.k12.mt.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent Dr. Bruce Messinger

District Name Helena School District No. 1 Tel. ( 406 ) 324-2000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Ms. Julie Mitchell

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district:   \_\_11\_\_ Elementary schools  
   \_\_2\_\_ Middle schools  
   \_\_\_\_ Junior high schools  
   \_\_2\_\_ High schools  
   \_\_1\_\_ Other  
  
   \_\_16\_\_ TOTAL

2. Average State Per Pupil Expenditure:   \_\_\$3,931\_\_

### SCHOOL

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☒ Small city or town in a rural area  
☐ Rural

4. 13\_\_\_\_ Number of years the principal has been in her/his position at this school.

N/A\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	28	13	41	8			
1	18	22	40	9			
2	19	20	39	10			
3	22	16	38	11			
4	24	19	43	12			
5	20	16	36	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							237

6. Racial/ethnic composition of the students in the school:
- 84 % White  
2 % Black or African American  
3 % Hispanic or Latino  
1 % Asian/Pacific Islander  
10 % American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: 17 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	40
(4)	Total number of students in the school as of October 1	237
(5)	Subtotal in row (3) divided by total in row (4)	17
(6)	Amount in row (5) multiplied by 100	1700

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English

Proficient

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 66 %

Total number students who qualify: 157

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 22 %  
52 Total Number of Students Served

Students with disabilities according to conditions designated in the Individuals with Disabilities Education Act:

<u>1</u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>8</u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>      </u> Hearing Impairment	<u>      </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>      </u> Visual Impairment Including Blindness
<u>      </u> Multiple Disabilities	

11.

#### Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>5</u>
Paraprofessionals	<u>9</u>	<u>      </u>
Support staff	<u>6</u>	<u>      </u>
Total number	<u>34</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio: 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	93%	94%	94%	93%	94%
Daily teacher attendance	94%	93%	94%	94%	93%
Teacher turnover rate	10%	9%	9%	9%	9%
Student dropout rate (middle/high)	N/A%	%	%	%	%
Student drop-off rate (high school)	N/A%	%	%	%	%

## PART III - SUMMARY

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Bryant School is an elementary school with 237 students in grades K-5. The school is located in a low-to-moderate income neighborhood. The largest public housing site is located in the Bryant attendance area. Additionally, the community domestic violence shelter is in this area as well as the community food bank. The high number of public housing units, several section 8 apartment buildings, and private rentals contribute to Bryant having the highest mobility rate of elementary schools in the Helena district. A school based mental health program is available to students who meet eligibility requirements.

The Bryant mission statement is, “The Bryant School community will promote a safe, caring environment, which celebrates diversity and motivates students to achieve their individual potential to become lifelong learners.” Bryant students face many obstacles in achieving this mission. Our students live in a elevated crime area, we have a high mobility rate and a free/reduced lunch rate at sixty-six per cent. This high rate of free/reduced lunch did have a benefit, it allowed Bryant School to become a school-wide Title One Program in 1995. This benefits the entire student population by allowing additional reading and math instruction to students not performing at grade level.

A high mobility rate and 66% free/reduced lunch rate has challenged Bryant faculty to develop innovative programs such as the Bryant Summer Program and the Bryant Bookmobile. The Bookmobile circulates in the summer months providing children and adults with access to library books. Students at Bryant also benefit by utilizing Accelerated Reading and Math programs to supplement the curriculum. Full time kindergarten was implemented this year after a review of data indicated Bryant students were entering kindergarten with fewer skills than their counterparts in the district. Second and third grade students are targeted for an after school academic enrichment program in conjunction with Helena College of Technology and America Reads.

While the student population is mobile the teaching staff is very consistent. In the past five years, only four classroom teachers have elected to transfer. The school is under the leadership of a principal who has been at Bryant for 13 years. A school improvement team augments his leadership. Every staff member, including kitchen and custodial personnel, are part of a correlate charged with some aspect of the school. Correlates, established by the Effective Schools model, identify goals, solve problems, and plan the school year. The cohesiveness of the staff helps implement our vision statement, “Working together, playing together, that’s what a team is all about.”

Bryant has a unique partnership with Carroll College educational department. The first semester all classrooms receive 2 to 4 college students to provide assistance to Bryant students and the Carroll student gains experience in all curricular areas of the school. The second semester college students are paired one-on-one with students identified by the classroom teacher as below grade level in reading. College students apply methods they have been taught to help our students experience reading success.

We are also fortunate to be located within two blocks of a local high school and a two-year academic college. Students from the college volunteer throughout the day during their breaks in classes. The high school students volunteer in the classrooms during their study hall or teachers bring entire classes to work with our students for an hour a week.

Our social service provider teaches Second Step Violence Prevention and social skills to all classes. She offers support to students, families, and classrooms as needed.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### Testing Information

Two tests are required annually in Montana:

1. The Iowa Tests, norm-referenced tests (NRT), are required and funded by the state of Montana. The Iowa Tests are published by Riverside Publishing Company. A norm-referenced test (NRT) compares a student achievement to achievement of a national norm group. The Iowa Tests are

administered in grades 4, 8, and 11 in Reading, Language Arts, Mathematics, Social Studies and Science.

2. The criterion-referenced tests (CRT), are required and funded by the No Child Left Behind Act. Montana's CRT is published by Measured Progress, Inc. A criterion-referenced test (CRT) compares student achievement to content standards. Montana's criterion-referenced test compares student achievement to Montana content standards. Montana's CRT's are administered in grades 4, 8, and 10 in Reading and Mathematics.

## Reading Assessment Results

During the 2003-2004 school year, Bryant 4<sup>th</sup> grade students were administered two assessments. One is the nationally normed Iowa Test of Basic Skills. On the ITBS 88% of the 4<sup>th</sup> graders scored in the proficient or advanced range in reading. In math, 83% of the same students were proficient or advanced.

The second test they were given is the criterion-referenced test called MontCas Phase II. 87% of the 4<sup>th</sup> grade students were in the reading proficient range. 51% were in the proficient range in math. This was the first year the test was given statewide. Bryant school was awarded adequate yearly progress based on these scores.

The following is the website where assessment results may be obtained:

<http://www.opi.state.mt.us/index.html>

In order to receive data on subgroups, a school must have at least 10 students per sub-group. Bryant School did not have enough students to provide sub-group feedback.

In the reading section, reading participation rate was 100% with 95% being acceptable. Math participation rate was 98% with 95% being acceptable. Our attendance rate for this test was 91% with 81% being acceptable.

**Novice**—A student at this level is beginning to attain the prerequisite knowledge and skills fundamental for this subject.

**Nearing Proficiency**—A student at this level demonstrates partial mastery of prerequisite knowledge and skills that are fundamental for performance in this subject.

**Proficient**—A student at this level demonstrates competency over the subject matter including subject matter knowledge, the application of such knowledge to real world situations, and the analytical skills appropriate to this subject.

**Advanced**—A student at this level demonstrates superior performance in this subject.

## Assessment Data and Performance

Bryant School teachers frequently use assessments to improve student success and to monitor teaching practices in the classroom. Results from ITBS and MontCas Phase II were used to establish school wide goals for the 2004-2005 school year. Bryant School also uses Star Reading and Star Math assessments, for grades 1- 5, and Star Early Literacy for grades K-2, five times a year. Students complete these tests on the computer upon entering school in the fall and once at the end of each quarter. Together, teachers and students establish quarterly goals, for math and reading, and monitor weekly progress through diagnostic reports. Based upon these reports students work with tutors and are provided differentiated instruction in the classroom as well as with support from specialists.

Once a month, teachers get together to assess writing samples for classrooms. At least two teachers assess each class. Based upon results, a direction for writing improvement is established along with presentation ideas and resources for the following month.

The Frequent Monitoring Correlate, from the Effective Schools model, is used to ensure that

students' needs are being met and that progress is being made. This correlate monitors all assessments. Reports, presentation ideas, and suggestions for alternative groupings are then presented to the classroom teachers.

### **School Communication of Assessment**

The school communicates student performance to parents, students and the community in a variety of ways. Parent-teacher conferences are held twice a year. Parent attendance rate is 97%. All teachers provide accelerated reader, star reading, and math assessment information at parent conferences along with reports at the end of each quarter. Assessment data from standardized tests are shared with parents through test reports that provide individual results. Also a parent meeting is held with the purpose of helping parents understand the information provided in the individual report and provides input on improving scores.

Each year a report to the community is compiled. The report outlines the demographic data and performance data on standardized tests. This report is sent home with each student, and a copy is delivered to all schools in the district

Students are made aware of their individual performance through on-going student-teacher conferences. Students and teachers set goals for math and reading together. This is monitored in the classroom on a daily basis and promoted by means of a school goal chart in the main hallway along with classroom recognition.

An awards ceremony is held at the end of each year to promote academic success. It is a community celebration.

### **Shared Successes**

The staff at Bryant school is willing to share the knowledge they have gained. Several faculty members are mentors to teachers new to the district. This requires classroom observations and weekly meetings. One staff member served as a "Reading Fellow" for the Office of Public Instruction. She was paired with a teacher from an identified school. Her role was to observe and review reading teaching practices in order to offer feedback. Bryant Title teachers meet monthly with district Title staff to share successes and challenges. Additionally, Title staff have presented at state Title One conferences.

Bryant School was featured in a publication entitled Profiles of Progress-What Works in Northwest Title I Schools. This has lead to a number of schools contacting the Bryant principal for curriculum consultation and brainstorming. Once a year, Bryant School presents accomplishments, goals, data, and unique programs to the Helena School Board. Every school gets a copy of our parent newsletter and our weekly agenda. The Bryant School principal is a member of the Lewis and Clark Foster Care Review Community. This group meets monthly to discuss current foster care placement in Lewis and Clark County. In addition, the principal also represents public schools on the Lewis and Clark County Protection Team. This group meets weekly to discuss current child welfare issues. The group is composed of local law enforcement, the county health department, and child protection agencies. Our school also participates in a PAW-ER assembly once a quarter to recognize positive student behaviors. Parents, other family members, school personnel, and business partner representatives are in attendance.

If Bryant school is selected as a Blue Ribbon school, the successes will be shared through statewide publications of teachers, administrators and parents. School staff will provide information through workshops at the state level Title I Conference, as we have in the past on other successes. In our District we will provide support to other schools who struggle with some of the same issues. Information will be sent home to parents through our yearly "Fall Report", monthly newsletter and the parent/teacher group - the Bryant School Alliance. A schoolwide celebration thanking parents, students and staff will be planned in the fall. The local news media



has already recognized our nomination and will follow-up with an article.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **School Curriculum**

Bryant School utilizes the 6+1 Traits method for teaching writing. The district provides inservices for support throughout the year. Our school holds monthly meetings to help assess each other's classroom writings. The school focuses on one trait each month to develop student writing. A bulletin board displays work that has made substantial growth each month. Students learn to write effectively and clearly, write for a variety of purposes, and evaluate their own writing. Language: Skills and Use Scott, Foresman is an old text many classrooms use to offer more concrete skills in every day language. Other language and writing is incorporated in the reading series.

Scott Foresman Reading is the classroom basal for all classes K-5. Teachers utilize all parts-phonics, spelling, language, and writing as their main curriculum. Students learn to construct meaning through comprehension, skills strategies, interpretations, and verbal and written responses. Students are exposed to many examples of fiction and non-fiction selections. ReadWell is used to supplement beginning readers in grades K-2. Leveled readers have been purchased for all classrooms to provide many varied samples of text at a variety of levels. Accelerated Reader from Advantage Learning Systems has been a popular motivational program for the students at Bryant Elementary. This is individually directed and monitored by each individual student with the guidance of his or her classroom teacher. The Title 1 program offers additional support in reading with small group instruction and tutors/mentors.

Social Studies for a Changing World, published by MacMillan/McGraw-Hill, is the title of our social studies series. Students start by learning social skills, which directly involve their day-to-day lives. This aspect is supplemented with our social service coordinator who teaches life skills in every classroom, grades K-5. The direction moves on to learning about our community. Second and third grade classes tour places in the Helena area. For many of our students, it is a first time experience. Learning expands to our region and the rest of the United States. 4<sup>th</sup> grade classes visit historical sites surrounding our area. By 5<sup>th</sup> grade, students are studying and developing an understanding of how our United States came to be. This curriculum is supplemented with We the People, a source put out by the Center for Civic Education.

Our math text is Mathematics, the Path to Math Success, by Silver Burdett Ginn. All classrooms use this as their main teaching tool. Grades 2-5 supplement math with Accelerated Math by Advantage Learning Systems. This is an individualized computerized program offering practice and assessment for each student. Student and teacher work together developing goals at appropriate levels that are monitored on a daily basis. This program provides additional support as well as challenges for every child. All classes also incorporate Math Facts in a Flash to drill students on the four basic operations of math. Teachers practice math facts in many ways in their classrooms every day to help with memorization of basic facts.

Harcourt's Science is newly adopted in the district this year. Classroom teachers are experimenting with all the components of the program. The reading level is difficult for many of our students, so the text is read orally in the classrooms. Students at the elementary level are mainly investigating topics in science. They demonstrate their knowledge of living and nonliving organisms and how they interact within Earth's systems. Grades 4 and 5 celebrate their knowledge with a science fair each year.

### **Reading Curriculum**

Bryant Elementary uses the district adopted reading series, Scott Foresman Reading as its basal in

grades kindergarten through fifth. This program was selected through a text screening process using district teachers and administrators attempting to match the Montana state reading standards as close as possible to a basal series. The current adoption also matches the MontCAS criterion referenced test administered to all Montana 4<sup>th</sup> grade students. Leveled readers are used to supplement this program at all levels. Due to the lack of reading readiness skills of our beginning students, grades K-2 use the ReadWell reading program to supplement the current series. Primary and special needs teachers and paraprofessionals have received training on implementing this program. Accelerated Reader has become very popular with students and teachers. It provides students with motivation and individualized reading goals. Reading Recovery was implemented in our school the last five years. This provided targeted 1<sup>st</sup> grade students with beginning reading skills and books to read at home. Many of our students do not have books available to them in their households. Title 1 services provide additional reading support to all students not meeting grade level standards through the use of small group instruction and volunteers.

### **Math Curriculum**

Math and reading have been Bryant's main focal areas for the past couple of years. Math was a more concrete area for us to begin the vertical alignment piece suggested by the Effective Schools model. The teachers, for the school year, map out the curriculum. All classrooms, teachers and para-professionals take part. All classrooms use the text, Mathematics, the Path to Math Success, by Silver Burdett Ginn as core of the curriculum. It is supplemented by Accelerated Math in grades 3-5, Math Facts in a Flash in grades K-5, and the use of many manipulatives. Accelerated Math offers daily review and an introduction to a variety of concepts. Teachers show the concrete concept, supported with practice, then move on to the abstract. Assessments are used to determine areas of weakness in the math program. The frequent monitoring correlate voices the areas of concern where they are targeted for the upcoming year. Title 1 offers assistance with small group instruction, in-classroom assistance, and materials.

### **Arts Curriculum**

Bryant School is the only school in the Helena area with trained staff members who teach "Original Opera". This program started in the mid 1990's with two staff members who traveled to Milwaukee, WI to be trained in the model through the New York Metropolitan Opera. "Original Opera" is a program where students write the opera, do all the necessary backstage work, i.e. lighting, carpentry, directing, costume design and all the other tasks necessary to perform an opera. In addition, other arts opportunities at Bryant are provided through the Arts Plus Program which supplements the cost of on-site residencies with artists. Some of the schoolwide opportunities for students have been: tap dancing, African drumming, poetry writing and painting. Also Helena is the home of the Holter Art Museum which provides opportunities for student to display their work through the annual Youth Art Electrum program as well as displaying local and national artists works. Bryant students also attend live performances by the local Grandstreet Theater groups and the Carroll College theater students.

### **Instructional Methods**

Methods used to instruct students are whole group, individual (through our Title I Schoolwide program,), small group (with volunteer support from Carroll College, Helena High School and the community at large) and Resource Room instruction for students who qualify through IDEA criteria. Role play, class discussion, collaborative learning, cooperative learning, whole language, problem-based learning and individualized learning are all used at Bryant School to meet individual learning styles and teaching methods. Our mentoring program through Big Brothers & Sisters provides one-on-one reading support weekly to a large number of students who need adult support. We have aligned our math curriculum with state standards and implemented vertical alignment classes in grades 1-5. All students, teachers, and para-professionals were utilized. Our goal is to vertically align our reading curriculum next. Visual phonics is practiced in the primary grades where teachers have been trained. Training is scheduled once again for teachers and support personnel in March of 2005. Bryant offers a summer academic program focusing on reading and math for targeted students. Students range from grades 1-5 and must

make a commitment to attend. Lunch is provided free of charge at the end of the half-day program. Bryant has an exclusive "Bookmobile" that travels through the community providing books for the Bryant area community to read during the summer months. Preschoolers, students, and adults check out books each week. We also open the library once or twice a week to give students the opportunity to open more books and/or do Accelerated Reader testing.

## Professional Development

The staff at Bryant is very committed to professional development. Seven of the twelve classroom teachers have completed masters degree programs. Also, the District requires a minimum of 3 days of professional development each year. In order to be the most effective and efficient with their time the faculty elected to focus their professional development around the following three goals:

1. Improve reading scores
2. Improve math scores
3. Create a safe, respectful, and caring learning environment

Staff agreed that they would pursue professional development opportunities that met one of the above goals. Over the course of the past 3 years all Bryant faculty have taken courses in using Accelerated Reader and Accelerated Math. Six of the twelve classroom teachers traveled to North Carolina to observe schools doing vertical alignment in math and reading. In just this year alone, Bryant teachers have participated in courses such as "Involving the Family in the Learning Process", "Working with Families in Poverty" and "The Meth Influence in Our Community". Currently, seven staff members are participating in a study group learning to use electronic portfolios.

The paraprofessional staff is not required to participate in the courses offered, but many of the staff have done so on their own time.

## STATE TESTING

**Table 1**  
**No Child Left Behind - Blue Ribbon School**  
**Grade 4**  
**Language Arts**

### State Tests

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% At or Above Basic	15	28	14	34	
%At or Above Proficient	71	65	73	55	
%At Advanced	14	7	14	11	
Number of students tested	35	45	48	45	
Percent of total students tested	100	100	100	100	State
Number of students alternatively assessed	0	0	0	0	Test
Percent of students alternatively assessed	0	0	0	0	not
					Given

**Table 1**

**Table 2**  
**No Child Left Behind - Blue Ribbon School**  
**Grade 4 Reading**

## State Tests

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% At or Above Basic	17	23	21	34	
%At or Above Proficient	60	57	77	51	
%At Advanced	23	20	2	15	
Number of students tested	35	45	48	45	
Percent of total students tested	100	100	100	100	State
Number of students alternatively assessed	0	0	0	0	Test
Percent of students alternatively assessed	0	0	0	0	not
SUBGROUP SCORES					Given
1. Economically Disadvantaged					
%At or Above Basic	24	30	31	42	
%At or Above Proficient	57	56	69	50	
%At Advanced	19	15	0	8	
Number of Students Tested	21	27	26	26	
2. Black					
%At or Above Basic	Number	Tested	Less	than	10
%At or Above Proficient					
%At Advanced					
Number of Students Tested					
3. White					
%At or Above Basic	14	17	34	44	
%At or Above Proficient	51	48	46	41	
%At Advanced	35	29	20	15	
Number of Students Tested	33	45	46	44	
4. Hispanic					
%At or Above Basic					
%At or Above Proficient	Number	Tested	Less	than	10
%At Advanced					
Number of Students Tested					
<b>STATE SCORES</b>					
%At or Above Basic	22	25	25	21	
%At or Above Proficient	57	57	57	58	
%At Advanced	21	19	18	21	

**Table 3**  
**No Child Left Behind - Blue Ribbon School**  
**Grade 4**  
**Social Studies**

**State Tests**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% At or Above Basic	14	23	20	31	
%At or Above Proficient	63	59	73	29	
%At Advanced	23	18	6	40	
Number of students tested	35	45	48	45	
Percent of total students tested	100	100	100	100	State
Number of students alternatively assessed	0	0	0	0	Test
Percent of students alternatively assessed	0	0	0	0	not
					Given

**Table 4**  
**No Child Left Behind - Blue Ribbon School**  
**Grade 4**  
**Science**

**State Tests**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% At or Above Basic	9	18	16	34	
%At or Above Proficient	71	61	75	56	
%At Advanced	20	20	8	11	
Number of students tested	35	45	48	45	
Percent of total students tested	100	100	100	100	State
Number of students alternatively assessed	0	0	0	0	Test
Percent of students alternatively assessed	0	0	0	0	not
					Given

**Table 5**  
**No Child Left Behind - Blue Ribbon School**  
**Grade 4**  
**Math**

**State Tests**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
% At or Above Basic	12	32	37	40	
%At or Above Proficient	74	64	50	53	
%At Advanced	14	5	13	7	
Number of students tested	35	45	48	45	
Percent of total students tested	100	100	100	100	State
Number of students alternatively assessed	0	0	0	0	Test
Percent of students alternatively assessed	0	0	0	0	not
					Given
<b>STATE SCORES</b>					
% At or Above Basic	23	27	29	27	
%At or Above Proficient	59	58	57	58	
%At Advanced	17	15	14	14	

